

weakening of our higher education by the admission and retention of all students who apply at our colleges and universities and the reduction of their programs to the lowest common denominator.

Some selection and some attention to the standards of performance are required if these institutions are to continue to provide higher education. But our society is calling for a larger quantity of individuals who are prepared for careers in the Arts and Sciences, for intelligent participation in self government. It calls for increasing numbers of persons who are creative and who are trained to assume the role of leadership.

Dr. Elkins, president of our State university, has capsulized this problem in a phrase—"Quantity of quality." It is the duty of our State institutions, he says, to develop quality in quantity. I think you all will agree with me that this is no easy task. What, then, does the State expect of its institutions of higher learning?

Well, first of all that freedom that was promised us with universal education is not yet guaranteed. The prospect that we may eventually be outstripped by the Russians in scientific achievement and economic production is dismaying, to say the least. H. G. Wells, in his book, *The Outline of History*, has noted that human history "becomes more and more a race between education and catastrophe." If we are to win this race, then, and escape catastrophe, we must continue to lay greater stress upon education. In this dire contest, we must rely heavily upon our schools, public and private—upon institutions such as this.

Our commerce and our industry are calling with one voice for better trained technicians and specialists on the one hand and a greater yield of raw executive material on the other. It is the job of our State institutions to give them both, and at the same time to provide a pool of properly trained teachers and just plain broad-gauged thinkers and doers in each of the other several professions. This is no small undertaking, but again let me say that our national supremacy, and perhaps our survival, depends on it. It is the duty of our institutions of higher learning to prepare people to live and make a living in the world today. They must take the lead in expanding the intellectual horizons and scientific frontiers, thus enabling mankind to go forward always toward the promise of a better tomorrow.

The University and the colleges have a solemn obligation to use all of their resources in such a way that this age of education will advance our civilization. This is the ultimate objective of all teaching, all research, all service. These are titanic tasks which I have assigned to you.